DOCUMENT RESUME

ED 202 981 UD 021 506

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TITLE Attitudinal Changes of Students and Parents Following Court-Ordered School Desegregation.
SPONS AGENCY Rockefeller Foundation, New York, N.Y.
PUB DATE Apr 81
NOTE 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April, 1981).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Attitude Change; *Desegregation Effects; Educational Attitudes; Elementary Secondary Education; *Parent Attitudes; Racial Attitudes; Racial Differences; *School Desegregation; Social Differences; *Student Attitudes
IDENTIFIERS *Delaware (New Castle County)

ABSTRACT

School desegregation was implemented in New Castle County, Delaware, in September 1978. This longitudinal study examines the changes that have occurred in the attitudes of students and parents after the first year. Initial differences in attitudes and changes in attitudes for both students and parents are discussed according to original school district (city or suburban), race, sex, grade level, and socioeconomic status. Findings indicate that after one year of school desegregation, racial attitudes among all students became less positive and that perceived school quality declined among parents. The study reveals, however, that attitudes of parents towards school desegregation itself became more positive. (Author/APM)

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JUN 1 1981

ED202981

Attitudinal Changes of Students and Parents Following Court-Ordered School Desegregation

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The research reported here has been funded by a grant from the Social Sciences Division, Rockefeller Foundation.

Paper prepared for presentation at the Annual Meeting of the American Educational Research Association, Los Angeles, California, April, 1981.

UD021506

Abstract

One of the main aspects of the longitudinal study in New Castle County is an investigation of the changes that have occurred in the attitudes of students and parents after the first year of desegregation. This presentation will include initial differences in attitudes and changes in attitudes for both students and parents according to original school district (city or suburban), race, sex, child's grade level, and social status. Major findings after one year of school desegregation are that racial attitudes among all students became less positive and that perceived school quality declined among parents. At the same time, however, the attitudes of parents towards school desegregation itself became more positive.

The desegregation of schools throughout the country has led to research focusing on the effects of desegregation on students and parents. These effects have been of two kinds, the changes in student achievement that result from desegregation and the changes in attitudes that occur following desegregation. School desegregation provides the opportunity for attitudinal change by increasing interracial contact among students. Slavin and Madden (1979), for example, found that actual interaction was the best predictor of interracial attitudes and behaviors, with more positive relationships existing among students who worked with members of another race.

Research to date has supported the assumption that increased interracial contact will in fact result in more positive attitudes towards persons of other races. Beers and Readon (1974) found positive changes in understanding others among fifth grade students during their first two years in a desegregated school system. In a study of fourth and fifth grade students in Texas, Sheehan (1980) also found significant decreases in ethnic prejudice among black, white, and Mexican-American students. It is interesting to note that there were decreases in prejudice toward the students' own ethnic group as well as toward other ethnic groups. In a study of students at all grade levels, Erbe (1977) found that a majority of the students felt positive about their integrated classes and agreed to the idea that black and white students should attend the same school.

Several studies have examined the attitudes of both parents and students towards school desegregation. Students have expressed positive

views toward desegregation as a means of reducing stereotypes about persons of other races and learning to get along with others in a multiracial setting (Fort Wayne Urban League, 1977; Regens & Bullock, 1979). A countywide survey of high school students in Milwaukee, Wisconsin (The Milwaukee Journal, 1976) indicated that slightly more than half of the students preferred to attend an integrated school. In addition, integration in the schools was viewed more positively by students who already had friends of other races. Rosenthal (1979) also found that desegregation was favored by college students who perceived racism as a problem within their university.

Although some parents may initially oppose school desegregation, this opposition appears to subside after the first year of desegregation implementation (Serow & Solomon, 1979; Hawley, 1979). Several factors seem to be important in reducing parental opposition to desegregation and insuring successful implementation of a desegregation plan. The most important of these is the involvement of parents in the planning process and in the schools during implementation. Loveridge (1978), for example, found stronger support for busing among parents of children involved in magnet school programs than among parents of children who were not involved in the programs. Allen and Sears (1979) found that white parents had more unfavorable reactions to a proposed desegregation plan following press reports which highlighted negative aspects of the plan and concluded that these unfavorable reactions were due to uncertainty surrounding plan implementation. They also suggested that positive press coverage and positive actions on the part of school officials would serve to alleviate fears which parents might have. Parents'

educational level may also be positively related to the degree of racial acceptance (Alston & Crouch, 1978).

Black parents are more likely than white parents to see desegregation as a means of improving the quality of their children's education (Beck & Sobol, 1978; St. John, 1975), but often express concern about the disproportionate burden of one-way busing (Alexander, 1979; Altevogt & Nusbaumer, 1978).

In addition to positive changes in racial attitudes, desegregation can also improve a student's self-esteem and sense of control. Beers and Readon (1974) found an increase in both self-esteem and interest in school among the fifth graders in a desegregated school system, while Sheehan (1980) also reported increased self-esteem among black students and increased sense of control among black and Mexican-American students following school desegregation.

Although parents' racial attitudes and attitudes toward school desegregation appear to have some influence on students' attitudes (Bullock & Stewart, 1977), this influence tends to decrease as the child becomes older (St. John, 1975). Students' attitudes do, however, appear to be related to grade level, suggesting that it is crucial that desegregation begin in the early elementary grades (Erbe, 1977; Regens & Bullock, 1979). Erbe (1977) found that the attitudes of white students differed by grade level but that the attitudes of black students in different grades were the same. Regens and Bullock (1979) also found that similarity in attitudes between black and white students decreased with increasing grade level.

Research Questions

School desegregation was implemented in New Castle County, Delaware in September of 1978. This study will examine initial differences in student and parent attitudes and changes in student and parent attitudes following the first year of desegregation. Specific questions which were addressed are:

1. What were the initial differences (prior to desegregation) in students' attitudes by race, sex, grade, parents' socioeconomic status, and school district?

2. What overall changes in student attitudes occurred during the first year following court-ordered school desegregation?

3. How were these changes in student attitudes affected by the students' former school district, race, sex, initial grade level, or parents' social status?

4. What were the initial differences (prior to desegregation) in parents' attitudes by race, sex, grade, socioeconomic status and school district?

5. What overall changes in parents' attitudes occured during the first year following court-ordered school desegregation?

6. How were these changes in parent attitudes affected by the parents' former school district, race, sex, child's initial grade level, or perceived social status?

Methodology

Data Collection

Questionnaires were received from 2,333 families in the spring of 1978, the year prior to court-ordered desegregation. After address corrections and deletion of graduating seniors from the mailing list, a total of 2,251 questionnaires were sent to families in the spring of 1979, the first year following desegregation. The number of questionnaires returned by both parent and student was 954. An additional 38 parent questionnaires and 35 student questionnaires were returned without identification but were included in the analysis. Thus, a total of 1,027 parents and/or students are included in the final analysis. The return rate for full families was 42 percent.

Sample Description

This sample includes only those 1,027 families for whom data is available for both 1978 and 1979. A comparison of this sample to the school population in the original five districts is presented in Table 1. Since consolidation of 11 former school districts in the New Castle County School District occurred as part of the desegregation order, the population distribution reflects students transferred under the pupil reassignment plan, as well as students living in those former districts. Residents of the former De La Warr and Wilmington districts are under-represented in the sample, while residents of Marshallton-McKean, Mt. Pleasant, and Newark are over-represented.

Insert Table 1 about here

The distribution of the sample by race is compared to both the racial distribution in the entire New Castle County district and the original five districts that were sampled (Table 2). The district distributions reflect the transfer of students under the desegregation plan, rather than the resident racial distribution. The sample distribution closely parallels both the New Castle County and original districts' distributions. Black students and parents are slightly under-represented, but there are approximately 8 percent who did not indicate their race.

Insert Table 2 about here

The sample distribution by grade is shown in Table 3. Only 4 second grade students are included since the sample was based on respondents in 1978, and first grade students were not included in that sample.

Insert Table 3 about here

Scale Reliability

Reliability coefficients were computed for each of the six parent scales and each of the six student scales on the 1979 sample. Coefficient alpha, a measure of internal consistency based on all possible split-half combinations of items, was the reliability measure used. Reliability estimates for the student scales ranged from .86 to .44, while estimates for the parent scales ranged from .85 to .55.

Insert Table 4 about here

Results

Initial Differences

Mean scale scores were examined using analysis of variance (ANOVA) to determine overall significant differences on a number of independent variables (grade, sex, race, school district, and socioeconomic status). These data are presented in Tables 5 through 14, along with brief summary statements of the major differences. The following criteria for discussing the magnitude of differences were used in the summary statements:

differences less than .05 = no difference
differences between .05 and .09 = very slight difference
differences between .10 and .14 = slight difference
differences greater than .14 = substantial difference

Students by Former District

1. Racial attitudes were most positive among students from Wilmington and De La Warr and least positive among students from the suburban districts (Mt. Pleasant, Newark, and Marshallton-McKean).

2. Educational self-concept was highest among students from Newark and lowest among students from De La Warr.

3. Future aspirations were highest among suburban students and lowest among students from Wilmington and De La Warr.

4. Importance of education was greatest among students from Wilmington and De La Warr and lowest among students from Mt. Pleasant.

5. School academic climate was most positive for suburban students and least positive for students from Wilmington and De La Warr.

Insert Table 5 about here

Students by Race

1. Racial attitudes were substantially more positive among black students, while the importance of education was slightly greater.

2. Educational self-concept and sense of control were slightly greater for white students, while future aspirations and school academic climate were substantially more positive.

Insert Table 6 about here

Students by Sex

1. The only significant difference among male and female students was in racial attitudes, with females having slightly more positive racial attitudes.

Insert Table 7 about here

Students by Grade Level

1. Elementary students had the most positive racial attitudes initially.

2. Educational self-concept and school academic climate declined with increasing grade level.

3. Future aspirations and importance of education were lowest among high school students.

Insert Table 8 about here

Students by Parents' Social Status

1. Educational self-concept, future aspirations, and school academic climate improved with increasing social status.

Insert Table 9 about here

Parents by Former District

1. Racial attitudes were most positive among parents from Wilmington and De La Warr and less positive among suburban parents, with parents from Marshallton-McKean having the least positive racial attitudes.

2. Parents from Newark and Marshallton-McKean had the least positive attitudes toward school desegregation, while parents from De La Warr had the most positive attitudes.

3. Perceived school quality was highest among parents from Newark and lowest among parents from De La Warr.

4. Evaluation and expectations of their child's performance was highest among suburban parents and lowest among parents from De La Warr.

5. Importance of education was greatest for Wilmington and De La Warr parents and less for suburban parents.

6. Social status was lower for parents from Wilmington and De La Warr and higher for suburban parents.

Insert Table 10 about here

Parents by Race

1. Racial attitudes and attitudes toward school desegregation were substantially more positive among black parents.

2. White parents had higher evaluations and expectations for their child's performance, as well as higher social status.

3. The importance of education was greater for black parents.

Insert Table 11 about here

Parents by Sex

1. Racial attitudes and attitudes toward school desegregation were more positive among women.

2. Importance of education was greater for women.

3. Evaluations and expectations of their child's performance was slightly higher for men, while social status was substantially higher.

Insert Table 12 about here

Parents by Child's Grade Level

1. Racial attitudes became slightly less positive with increasing grade level, although there were no differences in attitudes toward school desegregation by child's grade level.

2. Perceived school quality was higher among parents of elementary students.

3. Evaluations and expectations of their child's performance and importance of education declined slightly with increasing grade level.

Insert Table 13 about here

Parents by Social Status

1. Racial attitudes were slightly more positive among parents from the high social status group.

2. Attitudes toward school desegregation became more positive with decreasing social status.

3. Perceived school quality was lowest among those from the low social status group and highest among those from the middle social status group.

4. The importance of education was lower among parents from the high social status group.

Insert Table 14 about here

Attitude Changes, 1978-1979

Overall changes in parent and student attitudes between 1978 (pre-desegregation) and 1979 (post-desegregation) were analyzed using paired t-tests (Table 15). The major changes were as follows:

Students:

1. Racial attitudes became less positive.
2. There was no change in educational self-concept.
3. Future aspirations improved very slightly.
4. The importance of education declined very slightly.
5. Perceived school academic climate declined slightly.
6. There was no change in students' sense of control.

Parents:

1. Racial attitudes changed slightly, becoming less positive.
2. Attitudes toward school desegregation became more positive.
3. Perceived school quality declined.
4. There was no change in parents' evaluations and expectations of their child's performance.
5. There was no change in the importance of education.
6. Parents' social status improved very slightly.

Insert Table 15 about here

Change scores were computed for each respondent on each of the scales by subtracting the 1978 response score from the 1979 response score. Thus, a positive change score indicates an improvement in the attitude being measured, while a negative change score indicates a decline in the attitude being measured. All of the breakdowns presented in Tables 16 through 22 are given as mean change scores. The following criteria for describing the magnitude of changes were used in the summary statements:

change scores less than .05 = no change

change scores between .05 and .09 = very slight change

change scores between .10 and .14 = slight change

change scores greater than .14 = substantial change

Students by Former District

1. There was a significant difference among the former districts in changes in educational self-concept, with students from Wilmington showing a decline in educational self-concept, students from De La Warr, Mt. Pleasant, and Newark having no change in educational self-concept, and students from Marshallton-McKean showing a slight improvement.

Insert Table 16 about here

Students by Race

1. Racial attitudes became less positive for students for both races, with a larger decline among white students.

Insert Table 17 about here

Students by Sex

1. There were no significant differences in change scores for male and female students.

Students by Grade Level

1. Students in all grades had less positive racial attitudes, with the greatest decline for middle school students.

2. There was a slight improvement in future aspirations for students in the elementary grades and in high school, with no change for middle school students.

3. Students in elementary school had no change in the importance of education, while students in the other grades had a very slight decline.

4. Sense of control did not change for elementary and middle school students, while it declined slightly for high school students.

Insert Table 18 about here

Students by Parents' Social Status

1. Perceptions of school academic climate did not change for students from the lowest social status group, but declined slightly for those from the middle and upper groups.

Insert Table 19 about here

Parents by Former District

1. Racial attitudes did not change in any of the former districts except Newark, where they became less positive.

2. Attitudes toward school desegregation became less positive in the De La Warr district, but became more positive in each of the other former districts, with the greatest improvement in Marshallton-McKean.

3. Perceived school quality increased among parents in De La Warr, but declined in the other former districts, with the largest decline among parents in Newark.

Insert Table 20 about here

Parents by Race

1. White parents had a greater decline in perceived school quality than black parents.

Insert Table 21 about here

Parents by Sex

1. There were no significant differences in change scores for men and women.

Parents by Child's Grade Level

1. There were no significant differences in change scores according to child's grade level.

Parents by Social Status

1. Perceived school quality did not change among parents from the low social status group, while it declined among parents from the middle and high social status groups.

2. Social status improved slightly for parents initially in the middle and high social status group, with a greater improvement for parents initially in the low social status group.

Insert Table 22 about here

Discussion

The initial phase of the study of the effects of school desegregation in New Castle County examined attitudes among parents and students prior to school desegregation and the changes that occurred in these attitudes following the first year of implementation. Although only five of the eleven former school districts in New Castle County were sampled, and results cannot technically be generalized to the entire county, it is reasonable to assume that the study sample is fairly representative of the population in New Castle County. Additionally, while many aspects of the desegregation process in New Castle County are unique to that district, it is expected that the findings of this study will prove useful for other school districts, which are or will be involved in school desegregation.

One of the main conclusions that can be reached based on an examination of the data presented here is that desegregation impacts are not the same for all students or for all parents, but rather are affected by demographic characteristics, most noticeably race and neighborhood background (former district in this case), and that effects are not the same for children at different grade levels.

Racial attitudes for both students and parents were most affected by their former district, their race, and whether or not the child was in elementary or secondary school. Race and former district also had an impact on parents' initial attitude towards school desegregation, but child's grade level did not. An awareness of these possible initial differences could be of help to those in a school district who are charged

with generating community support and acceptance for a school desegregation plan. These results also support other research findings of more positive attitudes among minority members (Beck & Sobol, 1978) and more positive racial attitudes and adjustment to school desegregation among elementary students (Erbe, 1977).

Educational attitudes (educational self-concept, future aspirations, and importance of education for students; evaluation and expectations of child's performance and importance of education for parents) were most affected by former district, race, and grade level. These attitudes are also influenced by parents' social status. It is of particular interest to note that mean scores on these scales tend to decline with increasing grade level, perhaps reflecting a more realistic or definitive assessment of the child's abilities and goals as high school graduation approaches.

Attitudes regarding the school (school academic climate and sense of control for students; perceived school quality among parents) were to some extent affected by the same variables of former district, race, grade level, and social status, but the differences tended to be smaller than for the other attitudes. It is of special note that parents' perceptions of school quality did not differ initially by race.

Overall, there were not many changes in attitudes among students or parents following the first year of implementation of school desegregation in New Castle County. Student racial attitudes became less positive and perceived school academic climate declined slightly, but there were no other overall attitude changes of any magnitude. Perceived school quality declined substantially, but at the same time attitudes toward school desegregation became more positive.

Attitude changes seem to be less affected by the other variables measured (race, former district, etc.) than were the initial attitudes. Former district, for example, was related only to educational self-concept for students. For parents, however, changes in racial attitudes, attitudes toward school desegregation, and perceived school quality all differed according to former district. For students, changes in attitudes tended to be more negative among senior high school students than among younger students, but parents' attitude changes were not influenced by child's grade level.

In general, all of the variables examined, with the exception of sex, were of importance in explaining initial attitude differences. These variables became less important in explaining differences in attitude changes following the first year of school desegregation implementation.

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Table 1. Sample and School Population Distribution by Former District: 1978 and 1979

District	Sample		Population: 1978		Population: 1979	
	N	Percent	N	Percent	N	Percent
De La Warr	42	4.1	2,949	7.2	2,512	7.2
Marshallton-McKean	132	12.9	3,364	8.2	2,904	8.3
Mt. Pleasant	175	17.0	4,409	10.8	3,201	9.2
Newark	431	42.0	16,893	41.2	14,673	42.0
Wilmington	166	16.2	13,383	32.6	11,617	33.3
Missing	81	7.9	-	-	-	-
Total	1,027	100.1	40,998	100.0	34,907	100.0

Table 2. Sample and School Population Distributions by Race for New Castle County and Former Five District Area: 1979

Racial Group	Sample				New Castle County District		Five-District Area*	
	Parents		Students					
	N	Percent	N	Percent	N	Percent	N	Percent
Black	206	20.1	198	19.3	14,891	23.4	8,804	25.2
White	726	70.7	719	70.0	47,008	73.9	25,210	72.2
Latino	5	.5	4	.4	1,115	1.8	563	1.6
Other	25	2.4	23	2.2	554	.9	331	.9
Unknown	65	6.3	83	8.1	-	-	-	-
Total	1,027	100.0	1,027	100.0	63,558	100.0	34,908	99.9

*De La Warr, Marshallton-McKean, Mt. Pleasant, Newark, Wilmington

Table 3. Sample Distribution by Grade: 1979

Grade Level	N	Percent
2	4	.4
3	68	6.6
4	90	8.8
5	96	9.3
6	90	8.8
7	106	10.3
8	124	12.1
9	111	10.8
10	101	9.8
11	71	6.9
12	81	7.9
Unknown	85	8.3
Total	1,027	100.0

Table 4. Scale Reliability Coefficients: 1979

Scale	Reliability Coefficient
Students	
Racial Attitudes	.85
Educational Self-Concept	.86
Future Aspirations	.86
Importance of Education	.67
School Academic Climate	.66
Sense of Control	.44
Parents	
Racial Attitudes	.82
Social Status	.85
Attitudes Toward School Desegregation	.82
Perceived School Quality	.76
Evaluation and Expectations of Child's Performance	.66
Importance of Education	.55

Table 5. Students' Mean Scale Scores by Former District: 1978

Scale	District					Significance
	Wilmington	De La Warr	Mt. Pleasant	Newark	Marshallton-McKean	
Racial Attitudes	4.11	4.04	3.73	3.71	3.66	.000
Educational Self-Concept	4.11	3.96	4.16	4.21	4.11	.026
Future Aspirations	3.43	3.42	3.97	4.01	4.03	.000
Importance of Education	4.65	4.66	4.50	4.56	4.58	.034
School Academic Climate	4.07	4.00	4.16	4.30	4.21	.000
Sense of Control	4.27	4.41	4.32	4.42	4.45	N.S.

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 6. Students' Mean Scale Scores by Race*

1978

Scale	Black	White	Significance
Racial Attitudes	4.14	3.69	.000
Educational Self-Concept	4.04	4.18	.006
Future Aspirations	3.64	3.95	.000
Importance of Education	4.66	4.55	.005
School Academic Climate	4.04	4.25	.000
Sense of Control	4.30	4.41	.026

*Hispanic students and students of other racial groups were omitted because of the small numbers of students in these groups.

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 7. Students' Mean Scale Scores by Sex

1978

Scale	Male	Female	Significance
Racial Attitudes	3.72	3.84	.002
Educational Self-Concept	4.14	4.18	N.S.
Future Aspirations	3.88	3.89	N.S.
Importance of Education	4.58	4.57	N.S.
School Academic Climate	4.19	4.23	N.S.
Sense of Control	4.36	4.40	N.S.

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 8. Students' Mean Scale Scores by Grade

1978

Scale	Grade			Significance
	2-5	6-8	9-12	
Racial Attitudes	3.86	3.61	3.68	.017
Educational Self-Concept	4.31	4.14	3.98	.000
Future Aspirations	3.95	3.93	3.75	.018
Importance of Education	4.70	4.62	4.33	.000
School Academic Climate	4.37	4.17	4.04	.000
Sense of Control	4.39	4.36	4.40	N.S.

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 9. Students' Mean Scale Scores by Parents' Socioeconomic Status 1978

Scale	Social Status			Significance
	Low	Middle	High	
Racial Attitudes	3.83	3.75	3.82	N.S.
Educational Self-Concept	3.91	4.09	4.29	.000
Future Aspirations	3.54	3.69	4.18	.000
Importance of Education	4.57	4.59	4.55	N.S.
School Academic Climate	4.03	4.19	4.25	.022
Sense of Control	4.19	4.37	4.42	N.S.

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 10. Parents' Mean Scale Scores by Former District: 1978

Scale	District					Significance
	Wilmington	De La Warr	Mt. Pleasant	Newark	Marshallton-McKean	
Racial Attitudes	3.75	3.75	3.43	3.50	3.30	.000
Attitude Toward School Desegregation	3.21	3.40	2.43	2.27	2.26	.000
Perceived School Quality	3.88	3.35	3.81	4.07	3.73	.000
Evaluation and Expectations of Child's Performance	3.91	3.77	4.15	4.23	4.12	.000
Importance of Education	4.79	4.80	4.53	4.64	4.69	.000
Social Status	2.88	2.90	3.42	3.38	3.40	.000

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 11. Parents' Mean Scale Scores by Race*

1978

Scale	Black	White	Significance
Racial Attitudes	3.86	3.42	.000
Attitude Toward School Desegregation	3.24	2.30	.000
Perceived School Quality	3.88	3.94	N.S.
Evaluation and Expectations of Child's Performance	3.92	4.18	.000
Importance of Education	4.83	4.63	.000
Social Status	2.89	3.39	.000

*Hispanic parents and parents of other racial groups were omitted because of the small numbers of parents in these groups.

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 12. Parents' Mean Scale Scores by Sex

1978

Scale	Male	Female	Significance
Racial Attitudes	3.42	3.57	.002
Attitude Toward School Desegregation	2.37	2.57	.001
Perceived School Quality	3.90	3.92	N.S.
Evaluation and Expectations of Child's Performance	4.21	4.09	.010
Importance of Education	4.58	4.71	.000
Social Status	3.45	3.21	.000

Note: Scale scores range from 1.00 (least positive) to 5.00 (least positive).

Table 13. Parents' Mean Scale Scores by Child's Grade: 1978

Scale	Grade			Significance
	2-5	6-8	9-12	
Racial Attitudes	3.60	3.51	3.46	.044
Attitude Toward School Desegregation	2.50	2.57	2.48	N.S.
Perceived School Quality	4.01	3.83	3.87	.003
Evaluation and Expectations of Child's Performance	4.31	4.06	3.99	.000
Importance of Education	4.77	4.69	4.51	.000
Social Status	3.26	3.26	3.34	N.S.

Note: Scale scores range from 1.00 (least positive) to 5.00 (least positive).

Table 14. Parents' Mean Scale Scores by Socioeconomic Status 1978

Scale	Social Status			Significance
	Low	Middle	High	
Racial Attitudes	3.50	3.45	3.60	.004
Attitude Toward School Desegregation	2.83	2.53	2.41	.005
Perceived School Quality	3.61	3.98	3.89	.001
Evaluation and Expectations of Child's Performance	3.81	4.00	4.35	.000
Importance of Education	4.75	4.72	4.60	.000

Note: Scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 15. Scale Score Changes: 1978 to 1979

Scale	Mean Score		Difference	t	Significance
Students	1978	1979			
Racial Attitudes	3.79	3.61	-.18	7.42	.000
Educational Self-Concept	4.16	4.15	-.01	.69	N.S.
Future Aspirations	3.88	3.95	.08	-3.05	.002
Importance of Education	4.57	4.52	-.05	3.13	.002
School Academic Climate	4.20	4.06	-.14	6.19	.000
Sense of Control	4.38	4.37	-.01	.49	N.S.
Parents					
Racial Attitudes	3.52	3.44	-.08	4.28	.000
Social Status	3.28	3.32	.04	-2.62	.009
Attitude Toward School Desegregation	2.50	2.70	.20	-6.89	.000
Perceived School Quality	3.91	3.37	-.54	16.72	.000
Evaluation and Expectation of Child's Performance	4.13	4.12	-.02	.96	N.S.
Importance of Education	4.66	4.63	-.03	1.90	N.S.

Note: A positive difference score indicates an improvement in the attitude being measured, while a negative difference score indicates a decline in the attitude being measured. Mean scale scores range from 1.00 (least positive) to 5.00 (most positive).

Table 16. Students' Change Scores by District

Scale	District					Significance
	Wilmington	De La Warr	Mt. Pleasant	Newark	Marshallton-McKean	
Racial Attitudes	-.072	-.241	-.171	-.246	-.100	N.S.
Educational Self-Concept	-.159	-.042	-.047	.020	.103	.001
Future Aspirations	.074	-.041	.148	.085	.004	N.S.
Importance of Education	.016	-.081	-.054	-.068	-.041	N.S.
School Academic Climate	-.041	-.080	-.165	-.195	-.113	N.S.
Sense of Control	-.028	.061	-.003	-.015	-.021	N.S.

Table 17. Students' Change Scores by Race*

Scale	Black	White	Significance
Racial Attitudes	-.073	-.207	.039
Educational Self-Concept	-.069	.004	N.S.
Future Aspirations	.027	.087	N.S.
Importance of Education	-.019	-.057	N.S.
School Academic Climate	-.076	-.168	N.S.
Sense of Control	.006	-.036	N.S.

*Hispanic students and students of other racial groups were omitted because of the small numbers of students in these groups.

Table 18. Students' Change Scores by Grade*

Scale	Grade			Significance
	2-5	6-8	9-12	
Racial Attitude	-.114	-.279	-.146	.007
Educational Self-Concept	-.018	-.034	.017	N.S.
Future Aspirations	.156	-.035	.113	.002
Importance of Education	.029	-.109	-.074	.001
School Academic Climate	-.094	-.213	-.142	N.S.
Sense of Control	.027	.012	-.118	.040

*Grade in 1978.

Table 19. Students' Change Scores by Parents' Socioeconomic Status

Scale	Social Status			Significance
	Low	Middle	High	
Racial Attitudes	.015	-.186	-.188	N.S.
Educational Self-Concept	.013	-.052	.028	N.S.
Future Aspirations	.160	.052	.099	N.S.
Importance of Education	.054	-.059	-.042	N.S.
School Academic Climate	-.039	-.177	-.112	.047
Sense of Control	-.040	-.052	.031	N.S.

Table 20. Parents' Change Scores by District

Scale	District					Significance
	Wilmington	De La Warr	Mt. Pleasant	Newark	Marshallton-McKean	
Racial Attitudes	.034	.014	-.004	-.172	-.001	.000
Attitude Toward School Desegregation	.151	-.186	.271	.164	.400	.002
Perceived School Quality	-.192	.284	-.464	-.804	-.414	.000
Evaluations and Expectations of Child's Permance	-.107	.016	-.004	-.009	.053	N.S.
Importance of Education	.028	-.006	.021	-.065	-.059	N.S.
Social Status	.051	.113	.016	.043	-.013	N.S.

Table 21. Parents' Change Scores by Race*

Scale	Black	White	Significance
Racial Attitude	-.023	-.086	N.S.
Attitude Toward School Desegregation	.140	.224	N.S.
Perceived School Quality	-.217	-.634	.001
Evaluation and Expectations of Child's Performance	-.046	-.005	N.S.
Importance of Education	-.006	-.036	N.S.
Social Status	.027	.036	N.S.

*Hispanic parents and parents of other racial groups were omitted because of the small numbers of parents in these groups.

Table 22. Parents' Change Scores by Socioeconomic Status

Scale	Social Status			Significance
	Low	Middle	High	
Racial Attitudes	.024	-.076	-.097	N.S.
Attitude Toward School Desegregation	.228	.132	.289	N.S.
Perceived School Quality	.010	-.594	-.559	.001
Evaluation and Expectations of Child's Performance	-.020	-.013	-.027	N.S.
Importance of Education	-.013	-.042	-.033	N.S.
Social Status	.432	.100	-.101	.001